

	Essential Questions:	Suggested ways of presenting your learning:
Infrastructure	<p>What were the features of a city or town in this civilisation:</p> <ul style="list-style-type: none"> - Buildings - Water supply - Facilities/services 	<p>Map Students source a map of the civilisation and identify the significant public buildings and key features of city planning. Compare the similarities and differences between features of an ancient/medieval civilisation and a city of today's era.</p> <p>Cityscape Students draw (or source a drawing) of the civilisation – identify the key features of the city/town that contribute to its prosperity.</p> <p>Which one is it? Students are presented with an image of four/five different maps/drawings of various civilisations – based on their research they must identify their civilisation providing evidence to support their choice.</p>
Governance	<p>What system of governance and was it consistent? How was law and order upheld? What systems of governance are still present today?</p>	<p>Hierarchical Chart Students complete a hierarchical chart of the government in their civilisation. This may also have to include a military hierarchical chart depending upon who had more power within the civilisation. This can be compared to our system of government in Australia and the roles of our leaders.</p> <p>Leader Profiles Students compare an important or influential leader from their civilisation to one of our current leaders. They explore factors such as decision making, how the leader was elected and the level of power of each. This activity could involve an information sheet on an influential leader and group discussion on our current leaders. Profiles can be compared in a now and then chart.</p> <p>Crime and Punishment Students can be given a list of crimes from their civilisation. They have a guess at what the punishment would be. This can be discussed and then real punishments can be shared. Students then compare punishments then and what the punishments would be now for the same crimes. This can be completed on a now and then chart.</p>

1. What system was used for trade?
2. What did they primarily import (local/global) and export?
3. What transport was used to facilitate trade?

Trade Map

Students take a map of the ancient/medieval worlds and locate their civilisation. With a key/legend students plot significant trade roles and identify materials imported/exported.

Flowchart showing import/export



Students select a major product and complete a flowchart/flow diagram to illustrate the factors of production and factors of trade (local/global).

Then and Now

Students look at universally used items, research costs of acquisition in their civilisation and modern times, and compare them.

Then	Universal Items:	Now

Roles in Industry/Job Advert

Students select or are allocated some form of a job from their civilisation and must write a position description and/or job advertisement listing the tasks/responsibilities that the job entails.

Religion	<ol style="list-style-type: none"> 1. How much influence did gods/myths have on: <ul style="list-style-type: none"> - Lifestyle - Morality - Culture 2. How religious beliefs influenced social castes and minorities? 3. How prevalent are religious sites/buildings? 4. How were these buildings used by the people? 	<p>Learning Intention: Symbols had a purpose within religion:</p> <p>Success criteria: I understand that symbols represent an element of religion I can discuss how symbols have place within religions</p> <p>Show different symbols of religions and students aim to identify the symbols – using key facts (supplied?)</p> <p>Learning Intention: Religions have varying key philosophies</p> <p>Success criteria: I can identify similarities within various religions I can identify key features of religion within my society I can make judgements based on teachings in belief systems</p> <p>Give students different resources on varying religions (ten commandments, teaching from Koran, Buddhist philosophies, Sikhism) – ranking what they feel are most important to least important for that culture</p> <p>Secondary activity – using annotated resources as above, as a group – come up with which religion they would choose and justify</p> <p>Secondary activity – If you had to create your own religion using a combination of the resources, can you come up with 10 teachings for Baden Powell Religion? (Do they fit in with the school mantra?)</p> <p>Learning Intention: The role of Gods/God is different in religions</p> <p>Success criteria: I can compare the role of God/Gods in XXX Society I can discuss how the role of Gods differ in varying society</p> <p>Fact sheets on important (key) Gods for chosen culture and a contrasting culture (Polytheism vs Monotheism) Venn diagram and differences.</p> <p>Pose question and debate – Science is the modern God? Listing some scientific phenomena – Such as eclipse, tsunamis, earthquakes, how would they have been viewed from a person in your society (Diary entry?) Pompeii, great fire, plagues, famine e.g.</p> <p>Y chart – Role of Gods in Ancient/Medieval society and Today (personal view)</p>
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Entertainment	<ol style="list-style-type: none"> 1. What were the different sport and leisure activities? 2. Were there differences in pastime activities between social classes? 3. What are the similarities and differences between leisure activities then and now? 	
Architecture	<p>What features of architecture were time specific?</p> <p>What materials were used to build housing, how did these differ from public buildings?</p> <p>What aspects of architecture are still standing today, if not, what caused the destruction?</p> <p>How were buildings designed to protect against weather, war and erosion?</p> <p>What equipment did local builders use to create buildings?</p>	
Clothing	<ol style="list-style-type: none"> 1. What did people wear and what materials were used? 2. What were the factors that determined what people wore? 3. What are the similarities and differences between clothing then and clothing now? 	
People of Interest	<ol style="list-style-type: none"> 1. Who were the people of interest, what were they known for and what legacy did they leave? 	
Art & Culture	<ol style="list-style-type: none"> 1. What materials were used to create art? 2. What was celebrated in the civilisation and how? 3. Were there significant figures/styles that influenced art and culture in the civilisation? 	
Weaponry & Military	<ol style="list-style-type: none"> 1. What were the materials used to create the weapons? 2. Were there threats to the civilisation and how successful were they in meeting the threats? 3. Are there any national heroes that performed military feats? 	